

New York's Student Learning Objectives (SLO) Process

How do SLOs fit into the evaluation system?

- In New York, 20 percent of a teacher's evaluation is based on student growth on a state assessment or other comparable measure; 20 percent on student achievement on other locally selected measures; and 60 percent on locally negotiated evidence of teacher effectiveness. SLOs can be used as a locally-selected measure option for teachers in grade(s)/subject(s) without a state-approved growth or value-added model.

Who creates SLOs?

- Individual teachers or teacher teams create SLOs.

Teachers working in subject(s)/grade(s) where fewer than half the students are covered by state-provided growth measures must use SLOs as comparable growth measures in their evaluations.

How many SLOs does a teacher or teacher team create?

- The number of SLOs that a teacher creates varies based upon the grade(s) and subject(s) in which the teacher provides instruction.
- In most cases, the SLOs must cover classes with the largest numbers of students until a majority of students are covered. For example, if a social studies teacher taught 100 students divided into five classes of 20 students, she must write SLOs for three sections of students because that would cover the majority of students.

What assessments are used in the SLOs?

The state provides assessment requirements that are sorted by subject and grade and that require the use of common assessments. The following table shows the SLO requirements by teacher type.

Teacher Type	Number of SLOs	Assessment Requirements and Options
K–2 teachers	1 SLO for English language arts (ELA) and 1 SLO for mathematics (as applicable)	Must use one of the following: 1. State-approved third-party assessment 2. District-, regional-, or Boards of Cooperative Educational Services (BOCES)-developed assessment 3. School- or BOCES-wide, group, or team results based on state
3rd-grade teacher	1 SLO for ELA and 1 SLO for mathematics (as applicable)	3rd-grade state assessment (ELA and mathematics)

Teacher Type	Number of SLOs	Assessment Requirements and Options
4th-and 8th-grade science	SLO for each subject/assessment	Science state assessment
6–7th-grade science 6–8th-grade social studies	SLO for each subject/assessment	Must use one of the following options: 1. State-approved third-party assessments 2. District, regional, or BOCES-development assessments
4–8th-grade other subject teachers	SLO for each subject/assessment	Must use one of the following options: 1. State-approved third-party assessments 2. District, regional, or BOCES-development assessments 3. School- or BOCES-wide, group, or team results based on state assessments
Teachers with a mix of sections/courses with/without state-provided growth measures	<i>SLOs must be used if <50% of students are covered by student growth percentiles (SGP)/value-added (VA).</i> SLOs must first be in courses using SGP/VA where available, then SLOs must be in the largest remaining sections until the majority of students are covered.	Must use SGP/VA where available SLOs follow assessment requirements associated with grade/subject teacher
Self-contained teachers	<i>SLOs must be used if <50% of students are covered by SGP/VA.</i> 1 SLO for ELA and 1 SLO for mathematics (as applicable)	Use state assessment if one exists If not, must use one of the following: 1. State-approved third-party assessments 2. District, regional, or BOCES-development assessments 3. School- or BOCES-wide, group, or team results based on state assessments
Any push-in/pull-out	<i>SLOs must be used if there is no state-provided measure.</i> 1 SLO for subject-area focus or can use group/team growth on state assessment or collaborative goal setting with classroom teachers	Use state assessment if one exists If not, must use one of the following: 1. State-approved third-party assessments 2. District, regional, or BOCES-development assessments 3. School- or BOCES-wide, group, or team results based on state assessments

Source: http://engageny.org/sites/default/files/resource/attachments/assessment_options_for_slos.pdf

How are SLOs scored?

New York recommends that districts create rating scales to evaluate SLOs. These scales help standardize the process across schools while recognizing that achievement targets may differ based on the assessment used and the grade level of students. For example, a rating rubric might be used by all teachers of ninth-grade mathematics with a district-specified assessment. The rating is derived from the percentage of students who met the growth target.

The following table is an example of a rating scale. In this example, a teacher needs 55 percent to 79 percent of her students to meet or exceed the growth target in order to receive a rating of “effective” for the SLO.

Rating	Highly Effective (18–20 points)	Effective (9–17 points)	Developing (3–8 points)	Ineffective (0–2 points)
Percentage of students who meet their growth target	80%+	55–79%	30–54%	0–29%

Source: <http://public.grads360.org/rsn/slo/new-york-slo-guidance-manual.pdf>